

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections
5 1A-10, 1C-4, 2-3.12, 2-3.25o, 2-3.39, 2-3.62, 2-3.64a-5, 3-1,
6 3-2.5, 3-11, 3-15.6, 3-15.10, 3-15.17, 10-17a, 14-8.02,
7 14-9.01, 14C-1, 14C-2, 14C-3, 14C-5, 14C-7, 14C-9, 14C-11,
8 27A-5, 34-2.4, and 34-8.17 and by renumbering and changing
9 Section 2-3.160 as follows:

10 (105 ILCS 5/1A-10)

11 Sec. 1A-10. Divisions of Board. The State Board of
12 Education shall have, without limitation, the following,
13 ~~before April 1, 2005, create~~ divisions within the Board,
14 ~~including without limitation the following:~~

15 (1) Educator Effectiveness ~~Teaching and Learning~~
16 ~~Services for All Children.~~

17 (2) Improvement and Innovation ~~School Support Services~~
18 ~~for All Schools.~~

19 (3) Fiscal Support Services.

20 (4) (Blank).

21 (5) Internal Auditor.

22 (6) Human Resources.

23 (7) Legal.

1 (8) Specialized Instruction, Nutrition, and Wellness.

2 (9) Language and Early Childhood Development.

3 The State Board of Education may, after consultation with the
4 General Assembly, add any divisions or functions to the Board
5 that it deems appropriate and consistent with Illinois law.

6 (Source: P.A. 95-793, eff. 1-1-09.)

7 (105 ILCS 5/1C-4)

8 Sec. 1C-4. Reports. ~~The State Superintendent of Education,~~
9 ~~in cooperation with the school districts participating under~~
10 ~~this Article, shall annually report to the leadership of the~~
11 ~~General Assembly on the progress made in implementing this~~
12 ~~Article. By February 1, 1997, the State Board of Education~~
13 ~~shall submit to the Governor and General Assembly a~~
14 ~~comprehensive plan for Illinois school districts, including~~
15 ~~the school district that has been organized under Article 34~~
16 ~~and is under the jurisdiction of the Chicago Board of~~
17 ~~Education, to establish and implement a block grant funding~~
18 ~~system for educational programs that are currently funded~~
19 ~~through single program grants. Before submitting its plan to~~
20 ~~establish and implement a block grant funding system to the~~
21 ~~Governor and General Assembly as required by this Section, the~~
22 ~~State Board of Education shall give appropriate notice of and~~
23 ~~hold statewide public hearings on the subject of funding~~
24 ~~educational programs through block grants. The plan shall be~~
25 ~~designed to relieve school districts of the administrative~~

1 ~~burdens that impede efficiency and accompany single program~~
2 ~~funding.~~ A school district that receives an Early Childhood
3 Education Block Grant shall report to the State Board of
4 Education on its use of the block grant in such form and detail
5 as the State Board of Education may specify. In addition, the
6 report must include the following description for the district,
7 which must also be reported to the General Assembly: block
8 grant allocation and expenditures by program; population and
9 service levels by program; and administrative expenditures by
10 program. The State Board of Education shall ensure that the
11 reporting requirements for a district organized under Article
12 34 of this Code are the same as for all other school districts
13 in this State.

14 (Source: P.A. 97-238, eff. 8-2-11.)

15 (105 ILCS 5/2-3.12) (from Ch. 122, par. 2-3.12)

16 Sec. 2-3.12. School building code.

17 (a) To prepare for school boards with the advice of the
18 Department of Public Health, the Capital Development Board, and
19 the State Fire Marshal a school building code that will
20 conserve the health and safety and general welfare of the
21 pupils and school personnel and others who use public school
22 facilities.

23 (b) Within 2 years after September 23, 1983, and every 10
24 years thereafter, or at such other times as the State Board of
25 Education deems necessary or the regional superintendent so

1 orders, each school board subject to the provisions of this
2 Section shall again survey its school buildings and effectuate
3 any recommendations in accordance with the procedures set forth
4 herein.

5 (1) An architect or engineer licensed in the State of
6 Illinois is required to conduct the surveys under the
7 provisions of this Section and shall make a report of the
8 findings of the survey titled "safety survey report" to the
9 school board.

10 (2) The school board shall approve the safety survey
11 report, including any recommendations to effectuate
12 compliance with the code, and submit it to the Regional
13 Superintendent.

14 (3) The Regional Superintendent shall render a
15 decision regarding approval or denial and submit the safety
16 survey report to the State Superintendent of Education.

17 (4) The State Superintendent of Education shall
18 approve or deny the report including recommendations to
19 effectuate compliance with the code and, if approved, issue
20 a certificate of approval.

21 (5) Upon receipt of the certificate of approval, the
22 Regional Superintendent shall issue an order to effect any
23 approved recommendations included in the report. The
24 report shall meet all of the following requirements:

25 (A) Items in the report shall be prioritized.

26 (B) Urgent items shall be considered as those items

1 related to life safety problems that present an
2 immediate hazard to the safety of students.

3 (C) Required items shall be considered as those
4 items that are necessary for a safe environment but
5 present less of an immediate hazard to the safety of
6 students.

7 (D) Urgent and required items shall reference a
8 specific rule in the code authorized by this Section
9 that is currently being violated or will be violated
10 within the next 12 months if the violation is not
11 remedied.

12 (6) The school board of each district so surveyed and
13 receiving a report of needed recommendations to be made to
14 maintain standards of safety and health of the pupils
15 enrolled shall effectuate the correction of urgent items as
16 soon as achievable to ensure the safety of the students,
17 but in no case more than one year after the date of the
18 State Superintendent of Education's approval of the
19 recommendation.

20 (7) Required items shall be corrected in a timely
21 manner, but in no case more than 5 years from the date of
22 the State Superintendent of Education's approval of the
23 recommendation.

24 (8) Once each year the school board shall submit a
25 report of progress on completion of any recommendations to
26 effectuate compliance with the code.

1 (c) As soon as practicable, but not later than 2 years
2 after January 1, 1993, the State Board of Education shall
3 combine the document known as "Efficient and Adequate Standards
4 for the Construction of Schools" with the document known as
5 "Building Specifications for Health and Safety in Public
6 Schools" together with any modifications or additions that may
7 be deemed necessary. The combined document shall be known as
8 the "Health/Life Safety Code for Public Schools" and shall be
9 the governing code for all facilities that house public school
10 students or are otherwise used for public school purposes,
11 whether such facilities are permanent or temporary and whether
12 they are owned, leased, rented, or otherwise used by the
13 district. Facilities owned by a school district but that are
14 not used to house public school students or are not used for
15 public school purposes shall be governed by separate provisions
16 within the code authorized by this Section.

17 (d) The 10 year survey cycle specified in this Section
18 shall continue to apply based upon the standards contained in
19 the "Health/Life Safety Code for Public Schools", which shall
20 specify building standards for buildings that are constructed
21 prior to January 1, 1993 and for buildings that are constructed
22 after that date.

23 (e) The "Health/Life Safety Code for Public Schools" shall
24 be the governing code for public schools; however, the
25 provisions of this Section shall not preclude inspection of
26 school premises and buildings pursuant to Section 9 of the Fire

1 Investigation Act, provided that the provisions of the
2 "Health/Life Safety Code for Public Schools", or such
3 predecessor document authorized by this Section as may be
4 applicable are used, and provided that those inspections are
5 coordinated with the Regional Superintendent having
6 jurisdiction over the public school facility.

7 (e-5) After the effective date of this amendatory Act of
8 the 98th General Assembly, all new school building construction
9 governed by the "Health/Life Safety Code for Public Schools"
10 must include in its design and construction a storm shelter
11 that meets the minimum requirements of the ICC/NSSA Standard
12 for the Design and Construction of Storm Shelters (ICC-500),
13 published jointly by the International Code Council and the
14 National Storm Shelter Association. Nothing in this subsection
15 (e-5) precludes the design engineers, architects, or school
16 district from applying a higher life safety standard than the
17 ICC-500 for storm shelters.

18 (f) Nothing in this Section shall be construed to prohibit
19 the State Fire Marshal or a qualified fire official to whom the
20 State Fire Marshal has delegated his or her authority from
21 conducting a fire safety check in a public school.

22 (g) The Regional Superintendent shall address any
23 violations that are not corrected in a timely manner pursuant
24 to subsection (b) of Section 3-14.21 of this Code.

25 (h) Any agency having jurisdiction beyond the scope of the
26 applicable document authorized by this Section may issue a

1 lawful order to a school board to effectuate recommendations,
2 and the school board receiving the order shall certify to the
3 Regional Superintendent and the State Superintendent of
4 Education when it has complied with the order.

5 (i) The State Board of Education is authorized to adopt any
6 rules that are necessary relating to the administration and
7 enforcement of the provisions of this Section.

8 (j) The code authorized by this Section shall apply only to
9 those school districts having a population of less than 500,000
10 inhabitants.

11 (k) In this Section, a "qualified fire official" means an
12 individual that meets the requirements of rules adopted by the
13 State Fire Marshal in cooperation with the State Board of
14 Education to administer this Section. These rules shall be
15 based on recommendations made by the task force established
16 under Section 2-3.137 (now repealed) of this Code.

17 (Source: P.A. 98-883, eff. 1-1-15.)

18 (105 ILCS 5/2-3.25o)

19 Sec. 2-3.25o. Registration and recognition of non-public
20 elementary and secondary schools.

21 (a) Findings. The General Assembly finds and declares (i)
22 that the Constitution of the State of Illinois provides that a
23 "fundamental goal of the People of the State is the educational
24 development of all persons to the limits of their capacities"
25 and (ii) that the educational development of every school

1 student serves the public purposes of the State. In order to
2 ensure that all Illinois students and teachers have the
3 opportunity to enroll and work in State-approved educational
4 institutions and programs, the State Board of Education shall
5 provide for the voluntary registration and recognition of
6 non-public elementary and secondary schools.

7 (b) Registration. All non-public elementary and secondary
8 schools in the State of Illinois may voluntarily register with
9 the State Board of Education on an annual basis. Registration
10 shall be completed in conformance with procedures prescribed by
11 the State Board of Education. Information required for
12 registration shall include assurances of compliance (i) with
13 federal and State laws regarding health examination and
14 immunization, attendance, length of term, and
15 nondiscrimination and (ii) with applicable fire and health
16 safety requirements.

17 (c) Recognition. All non-public elementary and secondary
18 schools in the State of Illinois may voluntarily seek the
19 status of "Non-public School Recognition" from the State Board
20 of Education. This status may be obtained by compliance with
21 administrative guidelines and review procedures as prescribed
22 by the State Board of Education. The guidelines and procedures
23 must recognize that some of the aims and the financial bases of
24 non-public schools are different from public schools and will
25 not be identical to those for public schools, nor will they be
26 more burdensome. The guidelines and procedures must also

1 recognize the diversity of non-public schools and shall not
2 impinge upon the noneducational relationships between those
3 schools and their clientele.

4 (c-5) Prohibition against recognition. A non-public
5 elementary or secondary school may not obtain "Non-public
6 School Recognition" status unless the school requires all
7 certified and non-certified applicants for employment with the
8 school, after July 1, 2007, to authorize a fingerprint-based
9 criminal history records check as a condition of employment to
10 determine if such applicants have been convicted of any of the
11 enumerated criminal or drug offenses set forth in Section
12 21B-80 ~~21-23a~~ of this Code or have been convicted, within 7
13 years of the application for employment, of any other felony
14 under the laws of this State or of any offense committed or
15 attempted in any other state or against the laws of the United
16 States that, if committed or attempted in this State, would
17 have been punishable as a felony under the laws of this State.

18 Authorization for the check shall be furnished by the
19 applicant to the school, except that if the applicant is a
20 substitute teacher seeking employment in more than one
21 non-public school, a teacher seeking concurrent part-time
22 employment positions with more than one non-public school (as a
23 reading specialist, special education teacher, or otherwise),
24 or an educational support personnel employee seeking
25 employment positions with more than one non-public school, then
26 only one of the non-public schools employing the individual

1 shall request the authorization. Upon receipt of this
2 authorization, the non-public school shall submit the
3 applicant's name, sex, race, date of birth, social security
4 number, fingerprint images, and other identifiers, as
5 prescribed by the Department of State Police, to the Department
6 of State Police.

7 The Department of State Police and Federal Bureau of
8 Investigation shall furnish, pursuant to a fingerprint-based
9 criminal history records check, records of convictions,
10 forever and hereafter, until expunged, to the president or
11 principal of the non-public school that requested the check.
12 The Department of State Police shall charge that school a fee
13 for conducting such check, which fee must be deposited into the
14 State Police Services Fund and must not exceed the cost of the
15 inquiry. Subject to appropriations for these purposes, the
16 State Superintendent of Education shall reimburse non-public
17 schools for fees paid to obtain criminal history records checks
18 under this Section.

19 A non-public school may not obtain recognition status
20 unless the school also performs a check of the Statewide Sex
21 Offender Database, as authorized by the Sex Offender Community
22 Notification Law, for each applicant for employment, after July
23 1, 2007, to determine whether the applicant has been
24 adjudicated a sex offender.

25 Any information concerning the record of convictions
26 obtained by a non-public school's president or principal under

1 this Section is confidential and may be disseminated only to
2 the governing body of the non-public school or any other person
3 necessary to the decision of hiring the applicant for
4 employment. A copy of the record of convictions obtained from
5 the Department of State Police shall be provided to the
6 applicant for employment. Upon a check of the Statewide Sex
7 Offender Database, the non-public school shall notify the
8 applicant as to whether or not the applicant has been
9 identified in the Sex Offender Database as a sex offender. Any
10 information concerning the records of conviction obtained by
11 the non-public school's president or principal under this
12 Section for a substitute teacher seeking employment in more
13 than one non-public school, a teacher seeking concurrent
14 part-time employment positions with more than one non-public
15 school (as a reading specialist, special education teacher, or
16 otherwise), or an educational support personnel employee
17 seeking employment positions with more than one non-public
18 school may be shared with another non-public school's principal
19 or president to which the applicant seeks employment. Any
20 person who releases any criminal history record information
21 concerning an applicant for employment is guilty of a Class A
22 misdemeanor and may be subject to prosecution under federal
23 law, unless the release of such information is authorized by
24 this Section.

25 No non-public school may obtain recognition status that
26 knowingly employs a person, hired after July 1, 2007, for whom

1 a Department of State Police and Federal Bureau of
2 Investigation fingerprint-based criminal history records check
3 and a Statewide Sex Offender Database check has not been
4 initiated or who has been convicted of any offense enumerated
5 in Section 21B-80 of this Code or any offense committed or
6 attempted in any other state or against the laws of the United
7 States that, if committed or attempted in this State, would
8 have been punishable as one or more of those offenses. No
9 non-public school may obtain recognition status under this
10 Section that knowingly employs a person who has been found to
11 be the perpetrator of sexual or physical abuse of a minor under
12 18 years of age pursuant to proceedings under Article II of the
13 Juvenile Court Act of 1987.

14 In order to obtain recognition status under this Section, a
15 non-public school must require compliance with the provisions
16 of this subsection (c-5) from all employees of persons or firms
17 holding contracts with the school, including, but not limited
18 to, food service workers, school bus drivers, and other
19 transportation employees, who have direct, daily contact with
20 pupils. Any information concerning the records of conviction or
21 identification as a sex offender of any such employee obtained
22 by the non-public school principal or president must be
23 promptly reported to the school's governing body.

24 (d) Public purposes. The provisions of this Section are in
25 the public interest, for the public benefit, and serve secular
26 public purposes.

1 (e) Definition. For purposes of this Section, a non-public
2 school means any non-profit, non-home-based, and non-public
3 elementary or secondary school that is in compliance with Title
4 VI of the Civil Rights Act of 1964 and attendance at which
5 satisfies the requirements of Section 26-1 of this Code.

6 (Source: P.A. 96-431, eff. 8-13-09; 97-607, eff. 8-26-11.)

7 (105 ILCS 5/2-3.39) (from Ch. 122, par. 2-3.39)

8 Sec. 2-3.39. Department of Transitional Bilingual
9 Education. To establish a Department of Transitional Bilingual
10 Education. In selecting staff for the Department of
11 Transitional Bilingual Education the State Board of Education
12 shall give preference to persons who are natives of foreign
13 countries where languages to be used in transitional bilingual
14 education programs are the predominant languages. The
15 Department of Transitional Bilingual Education has the power
16 and duty to:

17 (1) Administer and enforce the provisions of Article 14C of
18 this Code including the power to promulgate any necessary rules
19 and regulations.

20 (2) Study, review, and evaluate all available resources and
21 programs that, in whole or in part, are or could be directed
22 towards meeting the language capability needs of child English
23 learners and adult English learners ~~children and adults of~~
24 ~~limited English speaking ability~~ residing in the State.

25 (3) Gather information about the theory and practice of

1 bilingual education in this State and elsewhere, and encourage
2 experimentation and innovation in the field of bilingual
3 education.

4 (4) Provide for the maximum practical involvement of
5 parents of bilingual children, transitional bilingual
6 education teachers, representatives of community groups,
7 educators, and laymen knowledgeable in the field of bilingual
8 education in the formulation of policy and procedures relating
9 to the administration of Article 14C of this Code.

10 (5) Consult with other public departments and agencies,
11 including but not limited to the Department of Community
12 Affairs, the Department of Public Welfare, the Division of
13 Employment Security, the Commission Against Discrimination,
14 and the United States Department of Health, Education, and
15 Welfare in connection with the administration of Article 14C of
16 this Code.

17 (6) Make recommendations in the areas of preservice and
18 in-service training for transitional bilingual education
19 teachers, curriculum development, testing and testing
20 mechanisms, and the development of materials for transitional
21 bilingual education programs.

22 (7) Undertake any further activities which may assist in
23 the full implementation of Article 14C of this Code and to make
24 an annual report to the General Assembly to include an
25 evaluation of the program, the need for continuing such a
26 program, and recommendations for improvement.

1 The requirement for reporting to the General Assembly shall
2 be satisfied by filing copies of the report with the Speaker,
3 the Minority Leader and the Clerk of the House of
4 Representatives and the President, the Minority Leader and the
5 Secretary of the Senate and the Legislative Research Unit, as
6 required by Section 3.1 of "An Act to revise the law in
7 relation to the General Assembly", approved February 25, 1874,
8 as amended, and filing such additional copies with the State
9 Government Report Distribution Center for the General Assembly
10 as is required under paragraph (t) of Section 7 of the State
11 Library Act.

12 (Source: P.A. 84-1438.)

13 (105 ILCS 5/2-3.62) (from Ch. 122, par. 2-3.62)

14 Sec. 2-3.62. Educational service centers.

15 (a) A regional network of educational service centers shall
16 be established by the State Board of Education to coordinate
17 and combine existing services in a manner which is practical
18 and efficient and to provide new services to schools as
19 provided in this Section. Services to be made available by such
20 centers shall include the planning, implementation and
21 evaluation of:

22 (1) (blank);

23 (2) computer technology education;

24 (3) mathematics, science and reading resources for
25 teachers including continuing education, inservice

1 training and staff development.

2 The centers may provide training, technical assistance,
3 coordination and planning in other program areas such as school
4 improvement, school accountability, financial planning,
5 consultation, and services, career guidance, early childhood
6 education, alcohol/drug education and prevention, family life
7 - sex education, electronic transmission of data from school
8 districts to the State, alternative education and regional
9 special education, and telecommunications systems that provide
10 distance learning. Such telecommunications systems may be
11 obtained through the Department of Central Management Services
12 pursuant to Section 405-270 of the Department of Central
13 Management Services Law (20 ILCS 405/405-270). The programs and
14 services of educational service centers may be offered to
15 private school teachers and private school students within each
16 service center area provided public schools have already been
17 afforded adequate access to such programs and services.

18 Upon the abolition of the office, removal from office,
19 disqualification for office, resignation from office, or
20 expiration of the current term of office of the regional
21 superintendent of schools, whichever is earlier, the chief
22 administrative officer of the centers serving that portion of a
23 Class II county school unit outside of a city of 500,000 or
24 more inhabitants shall have and exercise, in and with respect
25 to each educational service region having a population of
26 2,000,000 or more inhabitants and in and with respect to each

1 school district located in any such educational service region,
2 all of the rights, powers, duties, and responsibilities
3 theretofore vested by law in and exercised and performed by the
4 regional superintendent of schools for that area under the
5 provisions of this Code or any other laws of this State.

6 The State Board of Education shall promulgate rules and
7 regulations necessary to implement this Section. The rules
8 shall include detailed standards which delineate the scope and
9 specific content of programs to be provided by each Educational
10 Service Center, as well as the specific planning,
11 implementation and evaluation services to be provided by each
12 Center relative to its programs. The Board shall also provide
13 the standards by which it will evaluate the programs provided
14 by each Center.

15 (b) Centers serving Class 1 county school units shall be
16 governed by an 11-member board, 3 members of which shall be
17 public school teachers nominated by the local bargaining
18 representatives to the appropriate regional superintendent for
19 appointment and no more than 3 members of which shall be from
20 each of the following categories, including but not limited to
21 superintendents, regional superintendents, school board
22 members and a representative of an institution of higher
23 education. The members of the board shall be appointed by the
24 regional superintendents whose school districts are served by
25 the educational service center. The composition of the board
26 will reflect the revisions of this amendatory Act of 1989 as

1 the terms of office of current members expire.

2 (c) The centers shall be of sufficient size and number to
3 assure delivery of services to all local school districts in
4 the State.

5 (d) From monies appropriated for this program the State
6 Board of Education shall provide grants paid from the Personal
7 Property Tax Replacement Fund to qualifying Educational
8 Service Centers applying for such grants in accordance with
9 rules and regulations promulgated by the State Board of
10 Education to implement this Section.

11 (e) The governing authority of each of the 18 regional
12 educational service centers shall appoint a family life - sex
13 education advisory board consisting of 2 parents, 2 teachers, 2
14 school administrators, 2 school board members, 2 health care
15 professionals, one library system representative, and the
16 director of the regional educational service center who shall
17 serve as chairperson of the advisory board so appointed.
18 Members of the family life - sex education advisory boards
19 shall serve without compensation. Each of the advisory boards
20 appointed pursuant to this subsection shall develop a plan for
21 regional teacher-parent family life - sex education training
22 sessions and shall file a written report of such plan with the
23 governing board of their regional educational service center.
24 The directors of each of the regional educational service
25 centers shall thereupon meet, review each of the reports
26 submitted by the advisory boards and combine those reports into

1 a single written report which they shall file with the Citizens
2 Council on School Problems prior to the end of the regular
3 school term of the 1987-1988 school year.

4 (f) The 14 educational service centers serving Class I
5 county school units shall be disbanded on the first Monday of
6 August, 1995, and their statutory responsibilities and
7 programs shall be assumed by the regional offices of education,
8 subject to rules and regulations developed by the State Board
9 of Education. The regional superintendents of schools elected
10 by the voters residing in all Class I counties shall serve as
11 the chief administrators for these programs and services. ~~By~~
12 ~~rule of the State Board of Education, the 10 educational~~
13 ~~service regions of lowest population shall provide such~~
14 ~~services under cooperative agreements with larger regions.~~

15 (Source: P.A. 97-619, eff. 11-14-11; 98-24, eff. 6-19-13;
16 98-647, eff. 6-13-14.)

17 (105 ILCS 5/2-3.64a-5)

18 Sec. 2-3.64a-5. State goals and assessment.

19 (a) For the assessment and accountability purposes of this
20 Section, "students" includes those students enrolled in a
21 public or State-operated elementary school, secondary school,
22 or cooperative or joint agreement with a governing body or
23 board of control, a charter school operating in compliance with
24 the Charter Schools Law, a school operated by a regional office
25 of education under Section 13A-3 of this Code, or a public

1 school administered by a local public agency or the Department
2 of Human Services.

3 (b) The State Board of Education shall establish the
4 academic standards that are to be applicable to students who
5 are subject to State assessments under this Section. The State
6 Board of Education shall not establish any such standards in
7 final form without first providing opportunities for public
8 participation and local input in the development of the final
9 academic standards. Those opportunities shall include a
10 well-publicized period of public comment and opportunities to
11 file written comments.

12 (c) Beginning no later than the 2014-2015 school year, the
13 State Board of Education shall annually assess all students
14 enrolled in grades 3 through 8 in English language arts and
15 mathematics.

16 Beginning no later than the 2017-2018 school year, the
17 State Board of Education shall annually assess all students in
18 science at one grade in grades 3 through 5, at one grade in
19 grades 6 through 8, and at one grade in grades 9 through 12.

20 The State Board of Education shall annually assess schools
21 that operate a secondary education program, as defined in
22 Section 22-22 of this Code, in English language arts and
23 mathematics. The State Board of Education shall administer no
24 more than 3 assessments, per student, of English language arts
25 and mathematics for students in a secondary education program.
26 One of these assessments shall include a college and career

1 ready determination.

2 Students who are not assessed for college and career ready
3 determinations may not receive a regular high school diploma
4 unless the student is exempted from taking State assessments
5 under subsection (d) of this Section because (i) the student's
6 individualized educational program developed under Article 14
7 of this Code identifies the State assessment as inappropriate
8 for the student, (ii) the student is enrolled in a program of
9 adult and continuing education, as defined in the Adult
10 Education Act, (iii) the school district is not required to
11 assess the individual student for purposes of accountability
12 under federal No Child Left Behind Act of 2001 requirements,
13 (iv) the student has been determined to be an English ~~language~~
14 ~~learner, referred to in this Code as a student with limited~~
15 ~~English proficiency,~~ and has been enrolled in schools in the
16 United States for less than 12 months, or (v) the student is
17 otherwise identified by the State Board of Education, through
18 rules, as being exempt from the assessment.

19 The State Board of Education shall not assess students
20 under this Section in subjects not required by this Section.

21 Districts shall inform their students of the timelines and
22 procedures applicable to their participation in every yearly
23 administration of the State assessments. The State Board of
24 Education shall establish periods of time in each school year
25 during which State assessments shall occur to meet the
26 objectives of this Section.

1 (d) Every individualized educational program as described
2 in Article 14 shall identify if the State assessment or
3 components thereof are appropriate for the student. The State
4 Board of Education shall develop rules governing the
5 administration of an alternate assessment that may be available
6 to students for whom participation in this State's regular
7 assessments is not appropriate, even with accommodations as
8 allowed under this Section.

9 Students receiving special education services whose
10 individualized educational programs identify them as eligible
11 for the alternative State assessments nevertheless shall have
12 the option of taking this State's regular assessment that
13 includes a college and career ready determination, which shall
14 be administered in accordance with the eligible accommodations
15 appropriate for meeting these students' respective needs.

16 All students determined to be ~~an English learners language~~
17 ~~learner, referred to in this Code as a student with limited~~
18 ~~English proficiency,~~ shall participate in the State
19 assessments, excepting those students who have been enrolled in
20 schools in the United States for less than 12 months. Such
21 students may be exempted from participation in one annual
22 administration of the English language arts assessment. Any
23 student determined to be an English ~~language learner, referred~~
24 ~~to in this Code as a student with limited English proficiency,~~
25 shall receive appropriate assessment accommodations, including
26 language supports, which shall be established by rule. Approved

1 assessment accommodations must be provided until the student's
2 English language skills develop to the extent that the student
3 is no longer considered to be an English ~~language~~ learner,
4 ~~referred to in this Code as a student with limited English~~
5 ~~proficiency,~~ as demonstrated through a State-identified
6 English language proficiency assessment.

7 (e) The results or scores of each assessment taken under
8 this Section shall be made available to the parents of each
9 student.

10 In each school year, the scores attained by a student on
11 the State assessment that includes a college and career ready
12 determination must be placed in the student's permanent record
13 and must be entered on the student's transcript pursuant to
14 rules that the State Board of Education shall adopt for that
15 purpose in accordance with Section 3 of the Illinois School
16 Student Records Act. In each school year, the scores attained
17 by a student on the State assessments administered in grades 3
18 through 8 must be placed in the student's temporary record.

19 (f) All schools shall administer an academic assessment of
20 English language proficiency in oral language (listening and
21 speaking) and reading and writing skills to all children
22 determined to be English ~~language~~ learners, ~~referred to in~~
23 ~~Section 14C-3 of this Code as children with limited~~
24 ~~English-speaking ability.~~

25 (g) All schools in this State that are part of the sample
26 drawn by the National Center for Education Statistics, in

1 collaboration with their school districts and the State Board
2 of Education, shall administer the biennial academic
3 assessments under the National Assessment of Educational
4 Progress carried out under Section 411(b)(2) of the federal
5 National Education Statistics Act of 1994 (20 U.S.C. 9010) if
6 the U.S. Secretary of Education pays the costs of administering
7 the assessments.

8 (h) Subject to available funds to this State for the
9 purpose of student assessment, the State Board of Education
10 shall provide additional assessments and assessment resources
11 that may be used by school districts for local assessment
12 purposes. The State Board of Education shall annually
13 distribute a listing of these additional resources.

14 (i) For the purposes of this subsection (i), "academically
15 based assessments" means assessments consisting of questions
16 and answers that are measurable and quantifiable to measure the
17 knowledge, skills, and ability of students in the subject
18 matters covered by the assessments. All assessments
19 administered pursuant to this Section must be academically
20 based assessments. The scoring of academically based
21 assessments shall be reliable, valid, and fair and shall meet
22 the guidelines for assessment development and use prescribed by
23 the American Psychological Association, the National Council
24 on Measurement in Education, and the American Educational
25 Research Association.

26 The State Board of Education shall review the use of all

1 assessment item types in order to ensure that they are valid
2 and reliable indicators of student performance aligned to the
3 learning standards being assessed and that the development,
4 administration, and scoring of these item types are justifiable
5 in terms of cost.

6 (j) The State Superintendent of Education shall appoint a
7 committee of no more than 21 members, consisting of parents,
8 teachers, school administrators, school board members,
9 assessment experts, regional superintendents of schools, and
10 citizens, to review the State assessments administered by the
11 State Board of Education. The Committee shall select one of its
12 members as its chairperson. The Committee shall meet on an
13 ongoing basis to review the content and design of the
14 assessments (including whether the requirements of subsection
15 (i) of this Section have been met), the time and money expended
16 at the local and State levels to prepare for and administer the
17 assessments, the collective results of the assessments as
18 measured against the stated purpose of assessing student
19 performance, and other issues involving the assessments
20 identified by the Committee. The Committee shall make periodic
21 recommendations to the State Superintendent of Education and
22 the General Assembly concerning the assessments.

23 (k) The State Board of Education may adopt rules to
24 implement this Section.

25 (Source: P.A. 98-972, eff. 8-15-14.)

1 (105 ILCS 5/2-3.162)

2 Sec. 2-3.162 ~~2-3.160~~. Student discipline report; school
3 discipline improvement plan.

4 (a) On or before October 31, 2015 and on or before October
5 31 of each subsequent year, the State Board of Education,
6 through the State Superintendent of Education, shall prepare a
7 report on student discipline in all school districts in this
8 State, including State-authorized charter schools. This report
9 shall include data from all public schools within school
10 districts, including district-authorized charter schools. This
11 report must be posted on the Internet website of the State
12 Board of Education. The report shall include data on the
13 issuance of out-of-school suspensions, expulsions, and
14 removals to alternative settings in lieu of another
15 disciplinary action, disaggregated by race and ethnicity,
16 gender, age, grade level, whether a student is an English
17 learner ~~limited English proficiency~~, incident type, and
18 discipline duration.

19 (b) The State Board of Education shall analyze the data
20 under subsection (a) of this Section on an annual basis and
21 determine the top 20% of school districts for the following
22 metrics:

23 (1) Total number of out-of-school suspensions divided
24 by the total district enrollment by the last school day in
25 September for the year in which the data was collected,
26 multiplied by 100.

1 (2) Total number of out-of-school expulsions divided
2 by the total district enrollment by the last school day in
3 September for the year in which the data was collected,
4 multiplied by 100.

5 (3) Racial disproportionality, defined as the
6 overrepresentation of students of color or white students
7 in comparison to the total number of students of color or
8 white students on October 1st of the school year in which
9 data are collected, with respect to the use of
10 out-of-school suspensions and expulsions, which must be
11 calculated using the same method as the U.S. Department of
12 Education's Office for Civil Rights uses.

13 The analysis must be based on data collected over 3
14 consecutive school years, beginning with the 2014-2015 school
15 year.

16 Beginning with the 2017-2018 school year, the State Board
17 of Education shall require each of the school districts that
18 are identified in the top 20% of any of the metrics described
19 in this subsection (b) for 3 consecutive years to submit a plan
20 identifying the strategies the school district will implement
21 to reduce the use of exclusionary disciplinary practices or
22 racial disproportionality or both, if applicable. School
23 districts that no longer meet the criteria described in any of
24 the metrics described in this subsection (b) for 3 consecutive
25 years shall no longer be required to submit a plan.

26 This plan may be combined with any other improvement plans

1 required under federal or State law.

2 The calculation of the top 20% of any of the metrics
3 described in this subsection (b) shall exclude all school
4 districts, State-authorized charter schools, and special
5 charter districts that issued fewer than a total of 10
6 out-of-school suspensions or expulsions, whichever is
7 applicable, during the school year. The calculation of the top
8 20% of metric described in subdivision (3) of this subsection
9 (b) shall exclude all school districts with an enrollment of
10 fewer than 50 white students or fewer than 50 students of
11 color.

12 The plan must be approved at a public school board meeting
13 and posted on the school district's Internet website. Within
14 one year after being identified, the school district shall
15 submit to the State Board of Education and post on the
16 district's Internet website a progress report describing the
17 implementation of the plan and the results achieved.

18 (Source: P.A. 98-1102, eff. 8-26-14; revised 10-14-14.)

19 (105 ILCS 5/3-1) (from Ch. 122, par. 3-1)

20 Sec. 3-1. Election; eligibility. Quadrennially there shall
21 be elected in every county, except those which have been
22 consolidated into a multicounty educational service region
23 under Article 3A and except those having a population of
24 2,000,000 or more inhabitants, a regional superintendent of
25 schools, who shall enter upon the discharge of his duties on

1 the first Monday of August next after his election; provided,
2 however, that the term of office of each regional
3 superintendent of schools in office on June 30, 2003 is
4 terminated on July 1, 2003, except that an incumbent regional
5 superintendent of schools shall continue to serve until his
6 successor is elected and qualified, and each regional
7 superintendent of schools elected at the general election in
8 2002 and every four years thereafter shall assume office on the
9 first day of July next after his election. No one is eligible
10 to file his petition at any primary election for the nomination
11 as candidate for the office of regional superintendent of
12 schools nor to enter upon the duties of such office either by
13 election or appointment unless he possesses the following
14 qualifications: (1) he is of good character, (2) he has a
15 master's degree, (3) he has earned at least 20 semester hours
16 of credit in professional education at the graduate level, (4)
17 he holds a valid all grade supervisory license, ~~certificate or~~
18 a valid State ~~state~~ limited supervisory license ~~certificate, or~~
19 a valid state life supervisory license ~~certificate~~, or a valid
20 administrative license ~~certificate~~, (5) he has had at least 4
21 years experience in teaching, and (6) he was engaged for at
22 least 2 years of the 4 previous years in full time teaching or
23 supervising in the common public schools or serving as a county
24 superintendent of schools or regional superintendent of
25 schools for an educational service region in the State of
26 Illinois.

1 No petition of any candidate for nomination for the office
2 of regional superintendent of schools may be filed and no such
3 candidate's name may be placed on a primary or general election
4 ballot, unless such candidate files as part of his petition a
5 certificate from the State Board of Education certifying that
6 from the records of its office such candidate has the
7 qualifications required by this Section; however, any
8 incumbent filing his petition for nomination for a succeeding
9 term of office shall not be required to attach such certificate
10 to his petition of candidacy.

11 Nomination papers filed under this Section are not valid
12 unless the candidate named therein files with the county clerk
13 or State Board of Elections a statement of economic interests
14 as required by the Illinois Governmental Ethics Act. Such
15 receipt shall be so filed either previously during the calendar
16 year in which his nomination papers were filed or within the
17 period for the filing of nomination papers in accordance with
18 the general election law.

19 The changes in qualifications made by Public Act 76-1563 do
20 not affect the right of an incumbent to seek reelection.

21 On and after July 1, 1994, the provisions of this Section
22 shall have no application in any educational service region
23 having a population of 2,000,000 or more inhabitants; provided
24 further that no election shall be held in November of 1994 or
25 at any other time after July 1, 1992 for the office of regional
26 superintendent of schools in any county or educational service

1 region having a population of 2,000,000 or more inhabitants.

2 (Source: P.A. 96-893, eff. 7-1-10.)

3 (105 ILCS 5/3-2.5)

4 Sec. 3-2.5. Salaries.

5 (a) Except as otherwise provided in this Section, the
6 regional superintendents of schools shall receive for their
7 services an annual salary according to the population, as
8 determined by the last preceding federal census, of the region
9 they serve, as set out in the following schedule:

10 SALARIES OF REGIONAL SUPERINTENDENTS OF
11 SCHOOLS

12 POPULATION OF REGION	ANNUAL SALARY
13 Less than 48,000	\$73,500
14 <u>61,000</u> 48,000 to 99,999	\$78,000
15 100,000 to 999,999	\$81,500
16 1,000,000 and over	\$83,500

17 The changes made by Public Act 86-98 in the annual salary
18 that the regional superintendents of schools shall receive for
19 their services shall apply to the annual salary received by the
20 regional superintendents of schools during each of their
21 elected terms of office that commence after July 26, 1989 and
22 before the first Monday of August, 1995.

23 The changes made by Public Act 89-225 in the annual salary
24 that regional superintendents of schools shall receive for
25 their services shall apply to the annual salary received by the

1 regional superintendents of schools during their elected terms
2 of office that commence after August 4, 1995 and end on August
3 1, 1999.

4 The changes made by this amendatory Act of the 91st General
5 Assembly in the annual salary that the regional superintendents
6 of schools shall receive for their services shall apply to the
7 annual salary received by the regional superintendents of
8 schools during each of their elected terms of office that
9 commence on or after August 2, 1999.

10 Beginning July 1, 2000, the salary that the regional
11 superintendent of schools receives for his or her services
12 shall be adjusted annually to reflect the percentage increase,
13 if any, in the most recent Consumer Price Index, as defined and
14 officially reported by the United States Department of Labor,
15 Bureau of Labor Statistics, except that no annual increment may
16 exceed 2.9%. If the percentage of change in the Consumer Price
17 Index is a percentage decrease, the salary that the regional
18 superintendent of schools receives shall not be adjusted for
19 that year.

20 When regional superintendents are authorized by the School
21 Code to appoint assistant regional superintendents, the
22 assistant regional superintendent shall receive an annual
23 salary based on his or her qualifications and computed as a
24 percentage of the salary of the regional superintendent to whom
25 he or she is assistant, as set out in the following schedule:

1 SALARIES OF ASSISTANT REGIONAL
2 SUPERINTENDENTS

3 QUALIFICATIONS OF	PERCENTAGE OF SALARY
4 ASSISTANT REGIONAL	OF REGIONAL
5 SUPERINTENDENT	SUPERINTENDENT

6 No Bachelor's degree, but State	
7 certificate valid for teaching	
8 and supervising.	70%

9 Bachelor's degree plus	
10 State <u>license</u> certificate valid	
11 for supervising.	75%

12 Master's degree plus	
13 State <u>license</u> certificate valid	
14 for supervising.	90%

15 However, in any region in which the appointment of more
16 than one assistant regional superintendent is authorized,
17 whether by Section 3-15.10 of this Code or otherwise, not more
18 than one assistant may be compensated at the 90% rate and any
19 other assistant shall be paid at not exceeding the 75% rate, in
20 each case depending on the qualifications of the assistant.

21 The salaries provided in this Section plus an amount for
22 other employment-related compensation or benefits for regional
23 superintendents and assistant regional superintendents are
24 payable monthly by the State Board of Education out of the
25 Personal Property Tax Replacement Fund through a specific
26 appropriation to that effect in the State Board of Education

1 budget. The State Comptroller in making his or her warrant to
2 any county for the amount due it from the Personal Property Tax
3 Replacement Fund shall deduct from it the several amounts for
4 which warrants have been issued to the regional superintendent,
5 and any assistant regional superintendent, of the educational
6 service region encompassing the county since the preceding
7 apportionment from the Personal Property Tax Replacement Fund.

8 County boards may provide for additional compensation for
9 the regional superintendent or the assistant regional
10 superintendents, or for each of them, to be paid quarterly from
11 the county treasury.

12 (b) Upon abolition of the office of regional superintendent
13 of schools in educational service regions containing 2,000,000
14 or more inhabitants as provided in Section 3-0.01 of this Code,
15 the funds provided under subsection (a) of this Section shall
16 continue to be appropriated and reallocated, as provided for
17 pursuant to subsection (b) of Section 3-0.01 of this Code, to
18 the educational service centers established pursuant to
19 Section 2-3.62 of this Code for an educational service region
20 containing 2,000,000 or more inhabitants.

21 (c) If the State pays all or any portion of the employee
22 contributions required under Section 16-152 of the Illinois
23 Pension Code for employees of the State Board of Education, it
24 shall also, subject to appropriation in the State Board of
25 Education budget for such payments to Regional Superintendents
26 and Assistant Regional Superintendents, pay the employee

1 contributions required of regional superintendents of schools
2 and assistant regional superintendents of schools on the same
3 basis, but excluding any contributions based on compensation
4 that is paid by the county rather than the State.

5 This subsection (c) applies to contributions based on
6 payments of salary earned after the effective date of this
7 amendatory Act of the 91st General Assembly, except that in the
8 case of an elected regional superintendent of schools, this
9 subsection does not apply to contributions based on payments of
10 salary earned during a term of office that commenced before the
11 effective date of this amendatory Act.

12 (Source: P.A. 97-333, eff. 8-12-11; 97-619, eff. 11-14-11;
13 97-732, eff. 6-30-12; 98-24, eff. 6-19-13.)

14 (105 ILCS 5/3-11) (from Ch. 122, par. 3-11)

15 Sec. 3-11. Institutes or inservice training workshops. In
16 counties of less than 2,000,000 inhabitants, the regional
17 superintendent may arrange for or conduct district, regional,
18 or county institutes, or equivalent professional educational
19 experiences, not more than 4 days annually. Of those 4 days, 2
20 days may be used as a teacher's and educational support
21 personnel workshop, when approved by the regional
22 superintendent, up to 2 days may be used for conducting
23 parent-teacher conferences, or up to 2 days may be utilized as
24 parental institute days as provided in Section 10-22.18d.
25 Educational support personnel may be exempt from a workshop if

1 the workshop is not relevant to the work they do. A school
2 district may use one of its 4 institute days on the last day of
3 the school term. "Institute" or "Professional educational
4 experiences" means any educational gathering, demonstration of
5 methods of instruction, visitation of schools or other
6 institutions or facilities, sexual abuse and sexual assault
7 awareness seminar, or training in First Aid (which may include
8 cardiopulmonary resuscitation or defibrillator training) held
9 or approved by the regional superintendent and declared by him
10 to be an institute day, or parent-teacher conferences. With the
11 concurrence of the State Superintendent of Education, he or she
12 may employ such assistance as is necessary to conduct the
13 institute. Two or more adjoining counties may jointly hold an
14 institute. Institute instruction shall be free to holders of
15 licenses ~~certificates~~ good in the county or counties holding
16 the institute, and to those who have paid an examination fee
17 and failed to receive a license ~~certificate~~.

18 In counties of 2,000,000 or more inhabitants, the regional
19 superintendent may arrange for or conduct district, regional,
20 or county inservice training workshops, or equivalent
21 professional educational experiences, not more than 4 days
22 annually. Of those 4 days, 2 days may be used as a teacher's
23 and educational support personnel workshop, when approved by
24 the regional superintendent, up to 2 days may be used for
25 conducting parent-teacher conferences, or up to 2 days may be
26 utilized as parental institute days as provided in Section

1 10-22.18d. Educational support personnel may be exempt from a
2 workshop if the workshop is not relevant to the work they do. A
3 school district may use one of those 4 days on the last day of
4 the school term. "Inservice Training Workshops" or
5 "Professional educational experiences" means any educational
6 gathering, demonstration of methods of instruction, visitation
7 of schools or other institutions or facilities, sexual abuse
8 and sexual assault awareness seminar, or training in First Aid
9 (which may include cardiopulmonary resuscitation or
10 defibrillator training) held or approved by the regional
11 superintendent and declared by him to be an inservice training
12 workshop, or parent-teacher conferences. With the concurrence
13 of the State Superintendent of Education, he may employ such
14 assistance as is necessary to conduct the inservice training
15 workshop. With the approval of the regional superintendent, 2
16 or more adjoining districts may jointly hold an inservice
17 training workshop. In addition, with the approval of the
18 regional superintendent, one district may conduct its own
19 inservice training workshop with subject matter consultants
20 requested from the county, State or any State institution of
21 higher learning.

22 Such teachers institutes as referred to in this Section may
23 be held on consecutive or separate days at the option of the
24 regional superintendent having jurisdiction thereof.

25 Whenever reference is made in this Act to "teachers
26 institute", it shall be construed to include the inservice

1 training workshops or equivalent professional educational
2 experiences provided for in this Section.

3 Any institute advisory committee existing on April 1, 1995,
4 is dissolved and the duties and responsibilities of the
5 institute advisory committee are assumed by the regional office
6 of education advisory board.

7 Districts providing inservice training programs shall
8 constitute inservice committees, 1/2 of which shall be
9 teachers, 1/4 school service personnel and 1/4 administrators
10 to establish program content and schedules.

11 The teachers institutes shall include teacher training
12 committed to (i) peer counseling programs and other
13 anti-violence and conflict resolution programs, including
14 without limitation programs for preventing at risk students
15 from committing violent acts, and (ii) educator ethics and
16 teacher-student conduct. Beginning with the 2009-2010 school
17 year, the teachers institutes shall include instruction on
18 prevalent student chronic health conditions.

19 (Source: P.A. 96-431, eff. 8-13-09; 97-525, eff. 1-1-12.)

20 (105 ILCS 5/3-15.6) (from Ch. 122, par. 3-15.6)

21 Sec. 3-15.6. Additional employees. To employ, with the
22 approval of the county board, such additional employees as are
23 needed for the discharge of the duties of the office. The
24 non-clerical employees shall be persons versed in the
25 principles and methods of education, familiar with public

1 school work, competent to visit schools, and licensed
2 ~~certificated~~ pursuant to this Code if their duties are
3 comparable to those for which licensure ~~certification~~ is
4 required by this Code.

5 On and after July 1, 1994, the provisions of this Section
6 shall have no application in any educational service region
7 having a population of 2,000,000 or more inhabitants.

8 (Source: P.A. 86-361; 87-654; 87-1251.)

9 (105 ILCS 5/3-15.10) (from Ch. 122, par. 3-15.10)

10 Sec. 3-15.10. Assistant Regional Superintendent. To
11 employ, in counties or regions of 2,000,000 inhabitants or
12 less, in addition to any assistants authorized to be employed
13 with the approval of the county board, an assistant regional
14 superintendent of schools, who shall be a person of good
15 attainment, versed in the principles and methods of education,
16 and qualified to teach and supervise schools under Article 21B
17 of this Code ~~21 of this Act~~; to fix the term of such assistant;
18 and to direct his work and define his duties. On the effective
19 date of this amendatory Act of the 96th General Assembly, in
20 regions established within that portion of a Class II county
21 school unit outside of a city of 500,000 or more inhabitants,
22 the employment of all persons serving as assistant county or
23 regional superintendents of schools is terminated, the
24 position of assistant regional superintendent of schools in
25 each such region is abolished, and this Section shall,

1 beginning on the effective date of this amendatory Act of the
2 96th General Assembly, have no further application in the
3 educational service region. Assistant regional superintendents
4 shall each be a person of good attainment, versed in the
5 principles and methods of education, and qualified to teach and
6 supervise schools under Article 21B of this Code ~~21 of this~~
7 ~~Act~~. The work of such assistant regional superintendent shall
8 be so arranged and directed that the county or regional
9 superintendent and assistant superintendent, together, shall
10 devote an amount of time during the school year, equal to at
11 least the full time of one individual, to the supervision of
12 schools and of teaching in the schools of the county.

13 A regional superintendent of schools shall not employ his
14 or her spouse, child, stepchild, or relative as an assistant
15 regional superintendent of schools. By September 1 each year, a
16 regional superintendent shall certify to the State Board of
17 Education that he or she has complied with this paragraph. If
18 the State Board of Education becomes aware of the fact that a
19 regional superintendent is employing his or her spouse, child,
20 stepchild, or relative as an assistant regional
21 superintendent, the State Board of Education shall report this
22 information to the Governor and the Comptroller, and the State
23 Board of Education shall not request for payment from the State
24 Comptroller any warrants for the payment of the assistant
25 regional superintendent's salary or other employment-related
26 compensation or benefits. In this paragraph, "relative" means a

1 grandparent, parent, aunt, uncle, sibling, first cousin,
2 nephew, niece, grandchild, or spouse of one of these persons.
3 This paragraph applies only to contracts for employment entered
4 into on or after the effective date of this amendatory Act of
5 the 91st General Assembly.

6 (Source: P.A. 96-893, eff. 7-1-10; 97-619, eff. 11-14-11.)

7 (105 ILCS 5/3-15.17)

8 Sec. 3-15.17. Civic education advancement.

9 (a) The General Assembly finds that civic education and
10 participation are fundamental elements of a healthy democracy,
11 and schools are in need of support to identify civic learning
12 opportunities and to implement new strategies to prepare and
13 sustain high quality citizenship among their student body.

14 (b) Subject to appropriation, funding for civic education
15 professional development for high school teachers must be
16 provided by line item appropriation made to the State Board of
17 Education for that purpose. When appropriated, the State Board
18 of Education must provide this funding to each regional
19 superintendent of schools based on high school enrollment as
20 reported on the State Board of Education's most recent fall
21 enrollment and housing report, except that 20% of each annual
22 appropriation must be reserved for a school district organized
23 under Article 34 of this Code.

24 (c) In order to establish eligibility for one or more of
25 its schools to receive funding under this Section, a school

1 district shall submit to its regional superintendent of schools
2 an application, accompanied by a completed civic audit, for
3 each school. A regional superintendent shall award funds to a
4 district based on the number of teachers identified by the
5 district to receive professional development multiplied by
6 \$250. A district must not be awarded more than \$3,000 in any
7 year, unless additional funds remain available after all
8 eligible applicants have received funding. A district may not
9 use funds authorized under this Section in any school more than
10 once every 2 years. Funds provided under this Section must be
11 used exclusively for professional development provided by
12 entities that are approved providers for purposes of license
13 ~~certificate~~ renewal under Section 21B-45 ~~21-14~~ of this Code.

14 (d) The civic audit form and its content must be designed
15 and updated as deemed necessary by the Illinois Civic Mission
16 Coalition. Data from completed civic audits must be processed
17 by the Illinois Civic Mission Coalition. The civic audit must
18 be made available by the Illinois Civic Mission Coalition and
19 must be designed to provide teachers and principals with a
20 blueprint to better understand how current curriculum, service
21 learning, and extracurricular activities are providing civic
22 learning experiences for their students.

23 (Source: P.A. 95-225, eff. 8-16-07.)

24 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

25 Sec. 10-17a. State, school district, and school report

1 cards.

2 (1) By October 31, 2013 and October 31 of each subsequent
3 school year, the State Board of Education, through the State
4 Superintendent of Education, shall prepare a State report card,
5 school district report cards, and school report cards, and
6 shall by the most economic means provide to each school
7 district in this State, including special charter districts and
8 districts subject to the provisions of Article 34, the report
9 cards for the school district and each of its schools.

10 (2) In addition to any information required by federal law,
11 the State Superintendent shall determine the indicators and
12 presentation of the school report card, which must include, at
13 a minimum, the most current data possessed by the State Board
14 of Education related to the following:

15 (A) school characteristics and student demographics,
16 including average class size, average teaching experience,
17 student racial/ethnic breakdown, and the percentage of
18 students classified as low-income; the percentage of
19 students classified as ~~limited~~ English learners
20 ~~proficiency~~; the percentage of students who have
21 individualized education plans or 504 plans that provide
22 for special education services; the percentage of students
23 who annually transferred in or out of the school district;
24 the per-pupil operating expenditure of the school
25 district; and the per-pupil State average operating
26 expenditure for the district type (elementary, high

1 school, or unit);

2 (B) curriculum information, including, where
3 applicable, Advanced Placement, International
4 Baccalaureate or equivalent courses, dual enrollment
5 courses, foreign language classes, school personnel
6 resources (including Career Technical Education teachers),
7 before and after school programs, extracurricular
8 activities, subjects in which elective classes are
9 offered, health and wellness initiatives (including the
10 average number of days of Physical Education per week per
11 student), approved programs of study, awards received,
12 community partnerships, and special programs such as
13 programming for the gifted and talented, students with
14 disabilities, and work-study students;

15 (C) student outcomes, including, where applicable, the
16 percentage of students meeting as well as exceeding State
17 standards on assessments, the percentage of students in the
18 eighth grade who pass Algebra, the percentage of students
19 enrolled in post-secondary institutions (including
20 colleges, universities, community colleges,
21 trade/vocational schools, and training programs leading to
22 career certification within 2 semesters of high school
23 graduation), the percentage of students graduating from
24 high school who are college ready, the percentage of
25 students graduating from high school who are career ready,
26 and the percentage of graduates enrolled in community

1 colleges, colleges, and universities who are in one or more
2 courses that the community college, college, or university
3 identifies as a remedial course;

4 (D) student progress, including, where applicable, the
5 percentage of students in the ninth grade who have earned 5
6 credits or more without failing more than one core class, a
7 measure of students entering kindergarten ready to learn, a
8 measure of growth, and the percentage of students who enter
9 high school on track for college and career readiness; and

10 (E) the school environment, including, where
11 applicable, the percentage of students with less than 10
12 absences in a school year, the percentage of teachers with
13 less than 10 absences in a school year for reasons other
14 than professional development, leaves taken pursuant to
15 the federal Family Medical Leave Act of 1993, long-term
16 disability, or parental leaves, the 3-year average of the
17 percentage of teachers returning to the school from the
18 previous year, the number of different principals at the
19 school in the last 6 years, 2 or more indicators from any
20 school climate survey selected or approved by the State and
21 administered pursuant to Section 2-3.153 of this Code, with
22 the same or similar indicators included on school report
23 cards for all surveys selected or approved by the State
24 pursuant to Section 2-3.153 of this Code, and the combined
25 percentage of teachers rated as proficient or excellent in
26 their most recent evaluation.

1 The school report card shall also provide information that
2 allows for comparing the current outcome, progress, and
3 environment data to the State average, to the school data from
4 the past 5 years, and to the outcomes, progress, and
5 environment of similar schools based on the type of school and
6 enrollment of low-income students, special education students,
7 and ~~limited English learners proficiency students~~.

8 (3) At the discretion of the State Superintendent, the
9 school district report card shall include a subset of the
10 information identified in paragraphs (A) through (E) of
11 subsection (2) of this Section, as well as information relating
12 to the operating expense per pupil and other finances of the
13 school district, and the State report card shall include a
14 subset of the information identified in paragraphs (A) through
15 (E) of subsection (2) of this Section.

16 (4) Notwithstanding anything to the contrary in this
17 Section, in consultation with key education stakeholders, the
18 State Superintendent shall at any time have the discretion to
19 amend or update any and all metrics on the school, district, or
20 State report card.

21 (5) Annually, no more than 30 calendar days after receipt
22 of the school district and school report cards from the State
23 Superintendent of Education, each school district, including
24 special charter districts and districts subject to the
25 provisions of Article 34, shall present such report cards at a
26 regular school board meeting subject to applicable notice

1 requirements, post the report cards on the school district's
2 Internet web site, if the district maintains an Internet web
3 site, make the report cards available to a newspaper of general
4 circulation serving the district, and, upon request, send the
5 report cards home to a parent (unless the district does not
6 maintain an Internet web site, in which case the report card
7 shall be sent home to parents without request). If the district
8 posts the report card on its Internet web site, the district
9 shall send a written notice home to parents stating (i) that
10 the report card is available on the web site, (ii) the address
11 of the web site, (iii) that a printed copy of the report card
12 will be sent to parents upon request, and (iv) the telephone
13 number that parents may call to request a printed copy of the
14 report card.

15 (6) Nothing contained in this amendatory Act of the 98th
16 General Assembly repeals, supersedes, invalidates, or
17 nullifies final decisions in lawsuits pending on the effective
18 date of this amendatory Act of the 98th General Assembly in
19 Illinois courts involving the interpretation of Public Act
20 97-8.

21 (Source: P.A. 97-671, eff. 1-24-12; 98-463, eff. 8-16-13;
22 98-648, eff. 7-1-14.)

23 (105 ILCS 5/14-8.02) (from Ch. 122, par. 14-8.02)

24 Sec. 14-8.02. Identification, Evaluation and Placement of
25 Children.

1 (a) The State Board of Education shall make rules under
2 which local school boards shall determine the eligibility of
3 children to receive special education. Such rules shall ensure
4 that a free appropriate public education be available to all
5 children with disabilities as defined in Section 14-1.02. The
6 State Board of Education shall require local school districts
7 to administer non-discriminatory procedures or tests to
8 ~~limited English proficiency students~~ learners coming from
9 homes in which a language other than English is used to
10 determine their eligibility to receive special education. The
11 placement of low English proficiency students in special
12 education programs and facilities shall be made in accordance
13 with the test results reflecting the student's linguistic,
14 cultural and special education needs. For purposes of
15 determining the eligibility of children the State Board of
16 Education shall include in the rules definitions of "case
17 study", "staff conference", "individualized educational
18 program", and "qualified specialist" appropriate to each
19 category of children with disabilities as defined in this
20 Article. For purposes of determining the eligibility of
21 children from homes in which a language other than English is
22 used, the State Board of Education shall include in the rules
23 definitions for "qualified bilingual specialists" and
24 "linguistically and culturally appropriate individualized
25 educational programs". For purposes of this Section, as well as
26 Sections 14-8.02a, 14-8.02b, and 14-8.02c of this Code,

1 "parent" means a parent as defined in the federal Individuals
2 with Disabilities Education Act (20 U.S.C. 1401(23)).

3 (b) No child shall be eligible for special education
4 facilities except with a carefully completed case study fully
5 reviewed by professional personnel in a multidisciplinary
6 staff conference and only upon the recommendation of qualified
7 specialists or a qualified bilingual specialist, if available.
8 At the conclusion of the multidisciplinary staff conference,
9 the parent of the child shall be given a copy of the
10 multidisciplinary conference summary report and
11 recommendations, which includes options considered, and be
12 informed of their right to obtain an independent educational
13 evaluation if they disagree with the evaluation findings
14 conducted or obtained by the school district. If the school
15 district's evaluation is shown to be inappropriate, the school
16 district shall reimburse the parent for the cost of the
17 independent evaluation. The State Board of Education shall,
18 with advice from the State Advisory Council on Education of
19 Children with Disabilities on the inclusion of specific
20 independent educational evaluators, prepare a list of
21 suggested independent educational evaluators. The State Board
22 of Education shall include on the list clinical psychologists
23 licensed pursuant to the Clinical Psychologist Licensing Act.
24 Such psychologists shall not be paid fees in excess of the
25 amount that would be received by a school psychologist for
26 performing the same services. The State Board of Education

1 shall supply school districts with such list and make the list
2 available to parents at their request. School districts shall
3 make the list available to parents at the time they are
4 informed of their right to obtain an independent educational
5 evaluation. However, the school district may initiate an
6 impartial due process hearing under this Section within 5 days
7 of any written parent request for an independent educational
8 evaluation to show that its evaluation is appropriate. If the
9 final decision is that the evaluation is appropriate, the
10 parent still has a right to an independent educational
11 evaluation, but not at public expense. An independent
12 educational evaluation at public expense must be completed
13 within 30 days of a parent written request unless the school
14 district initiates an impartial due process hearing or the
15 parent or school district offers reasonable grounds to show
16 that such 30 day time period should be extended. If the due
17 process hearing decision indicates that the parent is entitled
18 to an independent educational evaluation, it must be completed
19 within 30 days of the decision unless the parent or the school
20 district offers reasonable grounds to show that such 30 day
21 period should be extended. If a parent disagrees with the
22 summary report or recommendations of the multidisciplinary
23 conference or the findings of any educational evaluation which
24 results therefrom, the school district shall not proceed with a
25 placement based upon such evaluation and the child shall remain
26 in his or her regular classroom setting. No child shall be

1 eligible for admission to a special class for the educable
2 mentally disabled or for the trainable mentally disabled except
3 with a psychological evaluation and recommendation by a school
4 psychologist. Consent shall be obtained from the parent of a
5 child before any evaluation is conducted. If consent is not
6 given by the parent or if the parent disagrees with the
7 findings of the evaluation, then the school district may
8 initiate an impartial due process hearing under this Section.
9 The school district may evaluate the child if that is the
10 decision resulting from the impartial due process hearing and
11 the decision is not appealed or if the decision is affirmed on
12 appeal. The determination of eligibility shall be made and the
13 IEP meeting shall be completed within 60 school days from the
14 date of written parental consent. In those instances when
15 written parental consent is obtained with fewer than 60 pupil
16 attendance days left in the school year, the eligibility
17 determination shall be made and the IEP meeting shall be
18 completed prior to the first day of the following school year.
19 Special education and related services must be provided in
20 accordance with the student's IEP no later than 10 school
21 attendance days after notice is provided to the parents
22 pursuant to Section 300.503 of Title 34 of the Code of Federal
23 Regulations and implementing rules adopted by the State Board
24 of Education. The appropriate program pursuant to the
25 individualized educational program of students whose native
26 tongue is a language other than English shall reflect the

1 special education, cultural and linguistic needs. No later than
2 September 1, 1993, the State Board of Education shall establish
3 standards for the development, implementation and monitoring
4 of appropriate bilingual special individualized educational
5 programs. The State Board of Education shall further
6 incorporate appropriate monitoring procedures to verify
7 implementation of these standards. The district shall indicate
8 to the parent and the State Board of Education the nature of
9 the services the child will receive for the regular school term
10 while waiting placement in the appropriate special education
11 class.

12 If the child is deaf, hard of hearing, blind, or visually
13 impaired and he or she might be eligible to receive services
14 from the Illinois School for the Deaf or the Illinois School
15 for the Visually Impaired, the school district shall notify the
16 parents, in writing, of the existence of these schools and the
17 services they provide and shall make a reasonable effort to
18 inform the parents of the existence of other, local schools
19 that provide similar services and the services that these other
20 schools provide. This notification shall include without
21 limitation information on school services, school admissions
22 criteria, and school contact information.

23 In the development of the individualized education program
24 for a student who has a disability on the autism spectrum
25 (which includes autistic disorder, Asperger's disorder,
26 pervasive developmental disorder not otherwise specified,

1 childhood disintegrative disorder, and Rett Syndrome, as
2 defined in the Diagnostic and Statistical Manual of Mental
3 Disorders, fourth edition (DSM-IV, 2000)), the IEP team shall
4 consider all of the following factors:

5 (1) The verbal and nonverbal communication needs of the
6 child.

7 (2) The need to develop social interaction skills and
8 proficiencies.

9 (3) The needs resulting from the child's unusual
10 responses to sensory experiences.

11 (4) The needs resulting from resistance to
12 environmental change or change in daily routines.

13 (5) The needs resulting from engagement in repetitive
14 activities and stereotyped movements.

15 (6) The need for any positive behavioral
16 interventions, strategies, and supports to address any
17 behavioral difficulties resulting from autism spectrum
18 disorder.

19 (7) Other needs resulting from the child's disability
20 that impact progress in the general curriculum, including
21 social and emotional development.

22 Public Act 95-257 does not create any new entitlement to a
23 service, program, or benefit, but must not affect any
24 entitlement to a service, program, or benefit created by any
25 other law.

26 If the student may be eligible to participate in the

1 Home-Based Support Services Program for Mentally Disabled
2 Adults authorized under the Developmental Disability and
3 Mental Disability Services Act upon becoming an adult, the
4 student's individualized education program shall include plans
5 for (i) determining the student's eligibility for those
6 home-based services, (ii) enrolling the student in the program
7 of home-based services, and (iii) developing a plan for the
8 student's most effective use of the home-based services after
9 the student becomes an adult and no longer receives special
10 educational services under this Article. The plans developed
11 under this paragraph shall include specific actions to be taken
12 by specified individuals, agencies, or officials.

13 (c) In the development of the individualized education
14 program for a student who is functionally blind, it shall be
15 presumed that proficiency in Braille reading and writing is
16 essential for the student's satisfactory educational progress.
17 For purposes of this subsection, the State Board of Education
18 shall determine the criteria for a student to be classified as
19 functionally blind. Students who are not currently identified
20 as functionally blind who are also entitled to Braille
21 instruction include: (i) those whose vision loss is so severe
22 that they are unable to read and write at a level comparable to
23 their peers solely through the use of vision, and (ii) those
24 who show evidence of progressive vision loss that may result in
25 functional blindness. Each student who is functionally blind
26 shall be entitled to Braille reading and writing instruction

1 that is sufficient to enable the student to communicate with
2 the same level of proficiency as other students of comparable
3 ability. Instruction should be provided to the extent that the
4 student is physically and cognitively able to use Braille.
5 Braille instruction may be used in combination with other
6 special education services appropriate to the student's
7 educational needs. The assessment of each student who is
8 functionally blind for the purpose of developing the student's
9 individualized education program shall include documentation
10 of the student's strengths and weaknesses in Braille skills.
11 Each person assisting in the development of the individualized
12 education program for a student who is functionally blind shall
13 receive information describing the benefits of Braille
14 instruction. The individualized education program for each
15 student who is functionally blind shall specify the appropriate
16 learning medium or media based on the assessment report.

17 (d) To the maximum extent appropriate, the placement shall
18 provide the child with the opportunity to be educated with
19 children who are not disabled; provided that children with
20 disabilities who are recommended to be placed into regular
21 education classrooms are provided with supplementary services
22 to assist the children with disabilities to benefit from the
23 regular classroom instruction and are included on the teacher's
24 regular education class register. Subject to the limitation of
25 the preceding sentence, placement in special classes, separate
26 schools or other removal of the disabled child from the regular

1 educational environment shall occur only when the nature of the
2 severity of the disability is such that education in the
3 regular classes with the use of supplementary aids and services
4 cannot be achieved satisfactorily. The placement of ~~limited~~
5 English learners ~~proficiency students~~ with disabilities shall
6 be in non-restrictive environments which provide for
7 integration with non-disabled peers in bilingual classrooms.
8 Annually, each January, school districts shall report data on
9 students from non-English speaking backgrounds receiving
10 special education and related services in public and private
11 facilities as prescribed in Section 2-3.30. If there is a
12 disagreement between parties involved regarding the special
13 education placement of any child, either in-state or
14 out-of-state, the placement is subject to impartial due process
15 procedures described in Article 10 of the Rules and Regulations
16 to Govern the Administration and Operation of Special
17 Education.

18 (e) No child who comes from a home in which a language
19 other than English is the principal language used may be
20 assigned to any class or program under this Article until he
21 has been given, in the principal language used by the child and
22 used in his home, tests reasonably related to his cultural
23 environment. All testing and evaluation materials and
24 procedures utilized for evaluation and placement shall not be
25 linguistically, racially or culturally discriminatory.

26 (f) Nothing in this Article shall be construed to require

1 any child to undergo any physical examination or medical
2 treatment whose parents object thereto on the grounds that such
3 examination or treatment conflicts with his religious beliefs.

4 (g) School boards or their designee shall provide to the
5 parents of a child prior written notice of any decision (a)
6 proposing to initiate or change, or (b) refusing to initiate or
7 change, the identification, evaluation, or educational
8 placement of the child or the provision of a free appropriate
9 public education to their child, and the reasons therefor. Such
10 written notification shall also inform the parent of the
11 opportunity to present complaints with respect to any matter
12 relating to the educational placement of the student, or the
13 provision of a free appropriate public education and to have an
14 impartial due process hearing on the complaint. The notice
15 shall inform the parents in the parents' native language,
16 unless it is clearly not feasible to do so, of their rights and
17 all procedures available pursuant to this Act and the federal
18 Individuals with Disabilities Education Improvement Act of
19 2004 (Public Law 108-446); it shall be the responsibility of
20 the State Superintendent to develop uniform notices setting
21 forth the procedures available under this Act and the federal
22 Individuals with Disabilities Education Improvement Act of
23 2004 (Public Law 108-446) to be used by all school boards. The
24 notice shall also inform the parents of the availability upon
25 request of a list of free or low-cost legal and other relevant
26 services available locally to assist parents in initiating an

1 impartial due process hearing. Any parent who is deaf, or does
2 not normally communicate using spoken English, who
3 participates in a meeting with a representative of a local
4 educational agency for the purposes of developing an
5 individualized educational program shall be entitled to the
6 services of an interpreter.

7 (g-5) For purposes of this subsection (g-5), "qualified
8 professional" means an individual who holds credentials to
9 evaluate the child in the domain or domains for which an
10 evaluation is sought or an intern working under the direct
11 supervision of a qualified professional, including a master's
12 or doctoral degree candidate.

13 To ensure that a parent can participate fully and
14 effectively with school personnel in the development of
15 appropriate educational and related services for his or her
16 child, the parent, an independent educational evaluator, or a
17 qualified professional retained by or on behalf of a parent or
18 child must be afforded reasonable access to educational
19 facilities, personnel, classrooms, and buildings and to the
20 child as provided in this subsection (g-5). The requirements of
21 this subsection (g-5) apply to any public school facility,
22 building, or program and to any facility, building, or program
23 supported in whole or in part by public funds. Prior to
24 visiting a school, school building, or school facility, the
25 parent, independent educational evaluator, or qualified
26 professional may be required by the school district to inform

1 the building principal or supervisor in writing of the proposed
2 visit, the purpose of the visit, and the approximate duration
3 of the visit. The visitor and the school district shall arrange
4 the visit or visits at times that are mutually agreeable.
5 Visitors shall comply with school safety, security, and
6 visitation policies at all times. School district visitation
7 policies must not conflict with this subsection (g-5). Visitors
8 shall be required to comply with the requirements of applicable
9 privacy laws, including those laws protecting the
10 confidentiality of education records such as the federal Family
11 Educational Rights and Privacy Act and the Illinois School
12 Student Records Act. The visitor shall not disrupt the
13 educational process.

14 (1) A parent must be afforded reasonable access of
15 sufficient duration and scope for the purpose of observing
16 his or her child in the child's current educational
17 placement, services, or program or for the purpose of
18 visiting an educational placement or program proposed for
19 the child.

20 (2) An independent educational evaluator or a
21 qualified professional retained by or on behalf of a parent
22 or child must be afforded reasonable access of sufficient
23 duration and scope for the purpose of conducting an
24 evaluation of the child, the child's performance, the
25 child's current educational program, placement, services,
26 or environment, or any educational program, placement,

1 services, or environment proposed for the child, including
2 interviews of educational personnel, child observations,
3 assessments, tests or assessments of the child's
4 educational program, services, or placement or of any
5 proposed educational program, services, or placement. If
6 one or more interviews of school personnel are part of the
7 evaluation, the interviews must be conducted at a mutually
8 agreed upon time, date, and place that do not interfere
9 with the school employee's school duties. The school
10 district may limit interviews to personnel having
11 information relevant to the child's current educational
12 services, program, or placement or to a proposed
13 educational service, program, or placement.

14 (h) (Blank).

15 (i) (Blank).

16 (j) (Blank).

17 (k) (Blank).

18 (l) (Blank).

19 (m) (Blank).

20 (n) (Blank).

21 (o) (Blank).

22 (Source: P.A. 98-219, eff. 8-9-13.)

23 (105 ILCS 5/14-9.01) (from Ch. 122, par. 14-9.01)

24 Sec. 14-9.01. Qualifications of teachers, other
25 professional personnel and necessary workers. No person shall

1 be employed to teach any class or program authorized by this
2 Article who does not hold a valid teacher's license ~~certificate~~
3 as provided by law and unless he has had such special training
4 as the State Board of Education may require. No special license
5 ~~certificate~~ or endorsement to a special license ~~certificate~~
6 issued under Section 21B-30 of this Code ~~Section 21-4 on or~~
7 ~~after July 1, 1994,~~ shall be valid for teaching students with
8 visual disabilities unless the person to whom the license
9 ~~certificate~~ or endorsement is issued has attained satisfactory
10 performance on an examination that is designed to assess
11 competency in Braille reading and writing skills according to
12 standards that the State Board of Education may adopt. Evidence
13 of successfully completing the examination of Braille reading
14 and writing skills must be submitted to the State Board of
15 Education prior to an applicant's taking ~~examination~~ of the
16 content area ~~subject-matter knowledge~~ test required under
17 Section 21B-30 of this Code ~~Section 21-1a.~~ ~~In Beginning July 1,~~
18 ~~1995,~~ in addition to other requirements, a candidate for a
19 teaching license ~~certification~~ in the area of the deaf and hard
20 of hearing granted by the Illinois State Board of Education for
21 teaching deaf and hard of hearing students in grades pre-school
22 through grade 12 must demonstrate a minimum proficiency in sign
23 language as determined by the Illinois State Board of
24 Education. All other professional personnel employed in any
25 class, service, or program authorized by this Article shall
26 hold such licenses ~~certificates~~ and shall have had such special

1 training as the State Board of Education may require; provided
2 that in a school district organized under Article 34, the
3 school district may employ speech and language pathologists who
4 are licensed under the Illinois Speech-Language Pathology and
5 Audiology Practice Act but who do not hold a license
6 ~~certificate~~ issued under this ~~the School~~ Code if the district
7 certifies that a chronic shortage of certified personnel
8 exists. Nothing contained in this Act prohibits the school
9 board from employing necessary workers to assist the teacher
10 with the special educational facilities, except that all such
11 necessary workers must have had such training as the State
12 Board of Education may require.

13 No later than January 1, 1993, the State Board of Education
14 shall develop, in consultation with the Advisory Council on the
15 Education of Children with Disabilities and the Advisory
16 Council on Bilingual Education, rules governing the
17 qualifications for certification of teachers and school
18 service personnel providing services to ~~limited~~ English
19 learners ~~proficient students~~ receiving special education and
20 related services.

21 The employment of any teacher in a special education
22 program provided for in Sections 14-1.01 to 14-14.01,
23 inclusive, shall be subject to the provisions of Sections 24-11
24 to 24-16, inclusive. Any teacher employed in a special
25 education program, prior to the effective date of this
26 amendatory Act of 1987, in which 2 or more districts

1 participate shall enter upon contractual continued service in
2 each of the participating districts subject to the provisions
3 of Sections 24-11 to 24-16, inclusive.

4 (Source: P.A. 92-651, eff. 7-11-02.)

5 (105 ILCS 5/14C-1) (from Ch. 122, par. 14C-1)

6 Sec. 14C-1. The General Assembly finds that there are large
7 numbers of children in this State who come from environments
8 where the primary language is other than English. Experience
9 has shown that public school classes in which instruction is
10 given only in English are often inadequate for the education of
11 children whose native tongue is another language. The General
12 Assembly believes that a program of transitional bilingual
13 education can meet the needs of these children and facilitate
14 their integration into the regular public school curriculum.
15 Therefore, pursuant to the policy of this State to ensure
16 ~~insure~~ equal educational opportunity to every child, and in
17 recognition of the educational needs of English learners
18 ~~children of limited English speaking ability~~, it is the purpose
19 of this Act to provide for the establishment of transitional
20 bilingual education programs in the public schools, to provide
21 supplemental financial assistance to help local school
22 districts meet the extra costs of such programs, and to allow
23 this State to directly or indirectly provide technical
24 assistance and professional development to support
25 transitional bilingual education programs statewide.

1 (Source: P.A. 96-1423, eff. 8-3-10.)

2 (105 ILCS 5/14C-2) (from Ch. 122, par. 14C-2)

3 Sec. 14C-2. Definitions. Unless the context indicates
4 otherwise, the terms used in this Article have the following
5 meanings:

6 (a) "State Board" means the State Board of Education.

7 (b) "Certification Board" means the State Teacher
8 Certification Board.

9 (c) "School District" means any school district
10 established under this Code.

11 (d) "English learners" ~~"Children of limited~~
12 ~~English-speaking ability"~~ means (1) all children in grades
13 pre-K through 12 who were not born in the United States, whose
14 native tongue is a language other than English, and who are
15 incapable of performing ordinary classwork in English; and (2)
16 all children in grades pre-K through 12 who were born in the
17 United States of parents possessing no or limited
18 English-speaking ability and who are incapable of performing
19 ordinary classwork in English.

20 (e) "Teacher of transitional bilingual education" means a
21 teacher with a speaking and reading ability in a language other
22 than English in which transitional bilingual education is
23 offered and with communicative skills in English.

24 (f) "Program in transitional bilingual education" means a
25 full-time program of instruction (1) in all those courses or

1 subjects which a child is required by law to receive and which
2 are required by the child's school district, which shall be
3 given in the native language of English learners ~~the children~~
4 ~~of limited English-speaking ability~~ who are enrolled in the
5 program and also in English, (2) in the reading and writing of
6 the native language of English learners ~~the children of limited~~
7 ~~English-speaking ability~~ who are enrolled in the program and in
8 the oral language (listening and speaking), reading, and
9 writing of English, and (3) in the history and culture of the
10 country, territory, or geographic area which is the native land
11 of the parents of English learners ~~children of limited~~
12 ~~English-speaking ability~~ who are enrolled in the program and in
13 the history and culture of the United States; or a part-time
14 program of instruction based on the educational needs of those
15 English learners ~~children of limited English-speaking ability~~
16 who do not need a full-time program of instruction.

17 (Source: P.A. 98-972, eff. 8-15-14.)

18 (105 ILCS 5/14C-3) (from Ch. 122, par. 14C-3)

19 Sec. 14C-3. Language classification of children;
20 establishment of program; period of participation;
21 examination. Each school district shall ascertain, not later
22 than the first day of March, under regulations prescribed by
23 the State Board, the number of English learners ~~children of~~
24 ~~limited English-speaking ability~~ within the school district,
25 and shall classify them according to the language of which they

1 possess a primary speaking ability, and their grade level, age
2 or achievement level.

3 When, at the beginning of any school year, there is within
4 an attendance center of a school district, not including
5 children who are enrolled in existing private school systems,
6 20 or more English learners ~~children of limited~~
7 ~~English speaking ability~~ in any such language classification,
8 the school district shall establish, for each classification, a
9 program in transitional bilingual education for the children
10 therein. A school district may establish a program in
11 transitional bilingual education with respect to any
12 classification with less than 20 children therein, but should a
13 school district decide not to establish such a program, the
14 school district shall provide a locally determined
15 transitional program of instruction which, based upon an
16 individual student language assessment, provides content area
17 instruction in a language other than English to the extent
18 necessary to ensure that each student can benefit from
19 educational instruction and achieve an early and effective
20 transition into the regular school curriculum.

21 Every school-age English learner ~~child of limited~~
22 ~~English speaking ability~~ not enrolled in existing private
23 school systems shall be enrolled and participate in the program
24 in transitional bilingual education established for the
25 classification to which he belongs by the school district in
26 which he resides for a period of 3 years or until such time as

1 he achieves a level of English language skills which will
2 enable him to perform successfully in classes in which
3 instruction is given only in English, whichever shall first
4 occur.

5 An English learner ~~A child of limited English speaking~~
6 ~~ability~~ enrolled in a program in transitional bilingual
7 education may, in the discretion of the school district and
8 subject to the approval of the child's parent or legal
9 guardian, continue in that program for a period longer than 3
10 years.

11 An examination in the oral language (listening and
12 speaking), reading, and writing of English, as prescribed by
13 the State Board, shall be administered annually to all English
14 learners ~~children of limited English speaking ability~~ enrolled
15 and participating in a program in transitional bilingual
16 education. No school district shall transfer an English learner
17 ~~a child of limited English speaking ability~~ out of a program in
18 transitional bilingual education prior to his third year of
19 enrollment therein unless the parents of the child approve the
20 transfer in writing, and unless the child has received a score
21 on said examination which, in the determination of the State
22 Board, reflects a level of English language skills appropriate
23 to his or her grade level.

24 If later evidence suggests that a child so transferred is
25 still disabled by an inadequate command of English, he may be
26 re-enrolled in the program for a length of time equal to that

1 which remained at the time he was transferred.

2 (Source: P.A. 98-972, eff. 8-15-14.)

3 (105 ILCS 5/14C-5) (from Ch. 122, par. 14C-5)

4 Sec. 14C-5. Nonresident children; enrollment and tuition;
5 joint programs. A school district may allow a nonresident
6 English learner ~~child of limited English speaking ability~~ to
7 enroll in or attend its program in transitional bilingual
8 education, and the tuition for such a child shall be paid by
9 the district in which he resides.

10 Any school district may join with any other school district
11 or districts to provide the programs in transitional bilingual
12 education required or permitted by this Article.

13 (Source: P.A. 78-727.)

14 (105 ILCS 5/14C-7) (from Ch. 122, par. 14C-7)

15 Sec. 14C-7. Participation in extracurricular activities of
16 public schools. Instruction in courses of subjects included in
17 a program of transitional bilingual education which are not
18 mandatory may be given in a language other than English. In
19 those courses or subjects in which verbalization is not
20 essential to an understanding of the subject matter, including
21 but not necessarily limited to art, music and physical
22 education, English learners ~~children of limited~~
23 ~~English-speaking ability~~ shall participate fully with their
24 English-speaking contemporaries in the regular public school

1 classes provided for said subjects. Each school district shall
2 ensure to children enrolled in a program in transitional
3 bilingual education practical and meaningful opportunity to
4 participate fully in the extracurricular activities of the
5 regular public schools in the district.

6 (Source: P.A. 78-727.)

7 (105 ILCS 5/14C-9) (from Ch. 122, par. 14C-9)

8 Sec. 14C-9. Tenure; minimum salaries. Any person employed
9 as a teacher of transitional bilingual education whose teaching
10 certificate was issued pursuant to Section 14C-8 (now repealed)
11 of this Code Article shall have such employment credited to him
12 or her for the purposes of determining under the provisions of
13 this Code eligibility to enter upon contractual continued
14 service; provided that such employment immediately precedes
15 and is consecutive with the year in which such person becomes
16 certified under Article 21 of this Code or licensed under
17 Article 21B of this Code.

18 For the purposes of determining the minimum salaries
19 payable to persons certified under Section 14C-8 (now repealed)
20 of this Code Article, such persons shall be deemed to have been
21 trained at a recognized institution of higher learning.

22 (Source: P.A. 82-597.)

23 (105 ILCS 5/14C-11) (from Ch. 122, par. 14C-11)

24 Sec. 14C-11. Preschool or summer school programs. A school

1 district may establish, on a full or part-time basis, preschool
2 or summer school programs in transitional bilingual education
3 for English learners ~~children of limited English speaking~~
4 ~~ability~~ or join with the other school districts in establishing
5 such preschool or summer programs. Preschool or summer programs
6 in transitional bilingual education shall not substitute for
7 programs in transitional bilingual education required to be
8 provided during the regular school year.

9 (Source: P.A. 78-727.)

10 (105 ILCS 5/27A-5)

11 Sec. 27A-5. Charter school; legal entity; requirements.

12 (a) A charter school shall be a public, nonsectarian,
13 nonreligious, non-home based, and non-profit school. A charter
14 school shall be organized and operated as a nonprofit
15 corporation or other discrete, legal, nonprofit entity
16 authorized under the laws of the State of Illinois.

17 (b) A charter school may be established under this Article
18 by creating a new school or by converting an existing public
19 school or attendance center to charter school status. Beginning
20 on the effective date of this amendatory Act of the 93rd
21 General Assembly, in all new applications to establish a
22 charter school in a city having a population exceeding 500,000,
23 operation of the charter school shall be limited to one campus.
24 The changes made to this Section by this amendatory Act of the
25 93rd General Assembly do not apply to charter schools existing

1 or approved on or before the effective date of this amendatory
2 Act.

3 (b-5) In this subsection (b-5), "virtual-schooling" means
4 a cyber school where students engage in online curriculum and
5 instruction via the Internet and electronic communication with
6 their teachers at remote locations and with students
7 participating at different times.

8 From April 1, 2013 through December 31, 2016, there is a
9 moratorium on the establishment of charter schools with
10 virtual-schooling components in school districts other than a
11 school district organized under Article 34 of this Code. This
12 moratorium does not apply to a charter school with
13 virtual-schooling components existing or approved prior to
14 April 1, 2013 or to the renewal of the charter of a charter
15 school with virtual-schooling components already approved
16 prior to April 1, 2013.

17 On or before March 1, 2014, the Commission shall submit to
18 the General Assembly a report on the effect of
19 virtual-schooling, including without limitation the effect on
20 student performance, the costs associated with
21 virtual-schooling, and issues with oversight. The report shall
22 include policy recommendations for virtual-schooling.

23 (c) A charter school shall be administered and governed by
24 its board of directors or other governing body in the manner
25 provided in its charter. The governing body of a charter school
26 shall be subject to the Freedom of Information Act and the Open

1 Meetings Act.

2 (d) A charter school shall comply with all applicable
3 health and safety requirements applicable to public schools
4 under the laws of the State of Illinois.

5 (e) Except as otherwise provided in the School Code, a
6 charter school shall not charge tuition; provided that a
7 charter school may charge reasonable fees for textbooks,
8 instructional materials, and student activities.

9 (f) A charter school shall be responsible for the
10 management and operation of its fiscal affairs including, but
11 not limited to, the preparation of its budget. An audit of each
12 charter school's finances shall be conducted annually by an
13 outside, independent contractor retained by the charter
14 school. To ensure financial accountability for the use of
15 public funds, on or before December 1 of every year of
16 operation, each charter school shall submit to its authorizer
17 and the State Board a copy of its audit and a copy of the Form
18 990 the charter school filed that year with the federal
19 Internal Revenue Service. In addition, if deemed necessary for
20 proper financial oversight of the charter school, an authorizer
21 may require quarterly financial statements from each charter
22 school.

23 (g) A charter school shall comply with all provisions of
24 this Article, ~~and~~ the Illinois Educational Labor Relations Act, ~~and~~
25 all federal and State laws and rules applicable to public
26 schools that pertain to special education and the instruction

1 of English ~~language~~ learners, ~~referred to in this Code as~~
2 ~~"children of limited English speaking ability";~~ and its
3 charter. A charter school is exempt from all other State laws
4 and regulations in this Code governing public schools and local
5 school board policies, except the following:

6 (1) Sections 10-21.9 and 34-18.5 of this Code regarding
7 criminal history records checks and checks of the Statewide
8 Sex Offender Database and Statewide Murderer and Violent
9 Offender Against Youth Database of applicants for
10 employment;

11 (2) Sections 24-24 and 34-84A of this Code regarding
12 discipline of students;

13 (3) the Local Governmental and Governmental Employees
14 Tort Immunity Act;

15 (4) Section 108.75 of the General Not For Profit
16 Corporation Act of 1986 regarding indemnification of
17 officers, directors, employees, and agents;

18 (5) the Abused and Neglected Child Reporting Act;

19 (6) the Illinois School Student Records Act;

20 (7) Section 10-17a of this Code regarding school report
21 cards;

22 (8) the P-20 Longitudinal Education Data System Act;

23 ~~and~~

24 (9) Section 27-23.7 of this Code regarding bullying
25 prevention; and

26 (10) ~~(9)~~ Section 2-3.162 ~~2-3.160~~ of this ~~the School~~

1 Code regarding student discipline reporting.

2 The change made by Public Act 96-104 to this subsection (g)
3 is declaratory of existing law.

4 (h) A charter school may negotiate and contract with a
5 school district, the governing body of a State college or
6 university or public community college, or any other public or
7 for-profit or nonprofit private entity for: (i) the use of a
8 school building and grounds or any other real property or
9 facilities that the charter school desires to use or convert
10 for use as a charter school site, (ii) the operation and
11 maintenance thereof, and (iii) the provision of any service,
12 activity, or undertaking that the charter school is required to
13 perform in order to carry out the terms of its charter.
14 However, a charter school that is established on or after the
15 effective date of this amendatory Act of the 93rd General
16 Assembly and that operates in a city having a population
17 exceeding 500,000 may not contract with a for-profit entity to
18 manage or operate the school during the period that commences
19 on the effective date of this amendatory Act of the 93rd
20 General Assembly and concludes at the end of the 2004-2005
21 school year. Except as provided in subsection (i) of this
22 Section, a school district may charge a charter school
23 reasonable rent for the use of the district's buildings,
24 grounds, and facilities. Any services for which a charter
25 school contracts with a school district shall be provided by
26 the district at cost. Any services for which a charter school

1 contracts with a local school board or with the governing body
2 of a State college or university or public community college
3 shall be provided by the public entity at cost.

4 (i) In no event shall a charter school that is established
5 by converting an existing school or attendance center to
6 charter school status be required to pay rent for space that is
7 deemed available, as negotiated and provided in the charter
8 agreement, in school district facilities. However, all other
9 costs for the operation and maintenance of school district
10 facilities that are used by the charter school shall be subject
11 to negotiation between the charter school and the local school
12 board and shall be set forth in the charter.

13 (j) A charter school may limit student enrollment by age or
14 grade level.

15 (k) If the charter school is approved by the Commission,
16 then the Commission charter school is its own local education
17 agency.

18 (Source: P.A. 97-152, eff. 7-20-11; 97-154, eff. 1-1-12;
19 97-813, eff. 7-13-12; 98-16, eff. 5-24-13; 98-639, eff. 6-9-14;
20 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff.
21 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; revised
22 10-14-14.)

23 (105 ILCS 5/34-2.4) (from Ch. 122, par. 34-2.4)

24 Sec. 34-2.4. School improvement plan. A 3 year local school
25 improvement plan shall be developed and implemented at each

1 attendance center. This plan shall reflect the overriding
2 purpose of the attendance center to improve educational
3 quality. The local school principal shall develop a school
4 improvement plan in consultation with the local school council,
5 all categories of school staff, parents and community
6 residents. Once the plan is developed, reviewed by the
7 professional personnel leadership committee, and approved by
8 the local school council, the principal shall be responsible
9 for directing implementation of the plan, and the local school
10 council shall monitor its implementation. After the
11 termination of the initial 3 year plan, a new 3 year plan shall
12 be developed and modified as appropriate on an annual basis.

13 The school improvement plan shall be designed to achieve
14 priority goals including but not limited to:

15 (a) assuring that students show significant progress
16 toward meeting and exceeding State performance standards
17 in State mandated learning areas, including the mastery of
18 higher order thinking skills in these areas;

19 (b) assuring that students attend school regularly and
20 graduate from school at such rates that the district
21 average equals or surpasses national norms;

22 (c) assuring that students are adequately prepared for
23 and aided in making a successful transition to further
24 education and life experience;

25 (d) assuring that students are adequately prepared for
26 and aided in making a successful transition to employment;

1 and

2 (e) assuring that students are, to the maximum extent
3 possible, provided with a common learning experience that
4 is of high academic quality and that reflects high
5 expectations for all students' capacities to learn.

6 With respect to these priority goals, the school
7 improvement plan shall include but not be limited to the
8 following:

9 (a) an analysis of data collected in the attendance
10 center and community indicating the specific strengths and
11 weaknesses of the attendance center in light of the goals
12 specified above, including data and analysis specified by
13 the State Board of Education pertaining to specific
14 measurable outcomes for student performance, the
15 attendance centers, and their instructional programs;

16 (b) a description of specific annual objectives the
17 attendance center will pursue in achieving the goals
18 specified above;

19 (c) a description of the specific activities the
20 attendance center will undertake to achieve its
21 objectives;

22 (d) an analysis of the attendance center's staffing
23 pattern and material resources, and an explanation of how
24 the attendance center's planned staffing pattern, the
25 deployment of staff, and the use of material resources
26 furthers the objectives of the plan;

1 (e) a description of the key assumptions and directions
2 of the school's curriculum and the academic and
3 non-academic programs of the attendance center, and an
4 explanation of how this curriculum and these programs
5 further the goals and objectives of the plan;

6 (f) a description of the steps that will be taken to
7 enhance educational opportunities for all students,
8 regardless of gender, including ~~limited~~ English learners
9 ~~proficient~~ students, disabled students, low-income
10 students and minority students;

11 (g) a description of any steps which may be taken by
12 the attendance center to educate parents as to how they can
13 assist children at home in preparing their children to
14 learn effectively;

15 (h) a description of the steps the attendance center
16 will take to coordinate its efforts with, and to gain the
17 participation and support of, community residents,
18 business organizations, and other local institutions and
19 individuals;

20 (i) a description of any staff development program for
21 all school staff and volunteers tied to the priority goals,
22 objectives, and activities specified in the plan;

23 (j) a description of the steps the local school council
24 will undertake to monitor implementation of the plan on an
25 ongoing basis;

26 (k) a description of the steps the attendance center

1 will take to ensure that teachers have working conditions
2 that provide a professional environment conducive to
3 fulfilling their responsibilities;

4 (l) a description of the steps the attendance center
5 will take to ensure teachers the time and opportunity to
6 incorporate new ideas and techniques, both in subject
7 matter and teaching skills, into their own work;

8 (m) a description of the steps the attendance center
9 will take to encourage pride and positive identification
10 with the attendance center through various athletic
11 activities; and

12 (n) a description of the student need for and provision
13 of services to special populations, beyond the standard
14 school programs provided for students in grades K through
15 12 and those enumerated in the categorical programs cited
16 in item d of part 4 of Section 34-2.3, including financial
17 costs of providing same and a timeline for implementing the
18 necessary services, including but not limited, when
19 applicable, to ensuring the provisions of educational
20 services to all eligible children aged 4 years for the
21 1990-91 school year and thereafter, reducing class size to
22 State averages in grades K-3 for the 1991-92 school year
23 and thereafter and in all grades for the 1993-94 school
24 year and thereafter, and providing sufficient staff and
25 facility resources for students not served in the regular
26 classroom setting.

1 Based on the analysis of data collected indicating specific
2 strengths and weaknesses of the attendance center, the school
3 improvement plan may place greater emphasis from year to year
4 on particular priority goals, objectives, and activities.

5 (Source: P.A. 93-48, eff. 7-1-03.)

6 (105 ILCS 5/34-8.17)

7 Sec. 34-8.17. Lump-sum allocation; key centralized
8 functions. Final designation as a Learning Zone under this Law
9 shall entitle the participating attendance centers to receive
10 funds in lump-sum allocations, to budget and spend those funds,
11 and to operate in accordance with the designation and this Law.
12 Lump-sum allocations shall be based on the number of enrolled
13 regular and special needs students and shall include all
14 operating funds for compensation, supplies, equipment,
15 repairs, energy, maintenance, transportation, and professional
16 services, and all special funds that follow special
17 populations, including desegregation, special education,
18 bilingual, federal, and State Chapter 1 funds. A sum equal to
19 3.2% of operating funds shall be deducted by the board to
20 provide key centralized functions, unless a designated
21 Learning Zone obtains one or more of those functions elsewhere,
22 in which case the sum shall be appropriately adjusted. As used
23 in this Law, key centralized functions shall mean:

24 (1) Equity assurance staff to ensure that services are
25 maintained for students with disabilities, ~~limited~~ English

1 learners ~~proficient students~~, low-income students, and any
2 other special need students as required by federal law;

3 (2) Payroll services and background and credential
4 checks;

5 (3) Budget and treasury services to levy and collect
6 taxes and distribute lump-sum funding;

7 (4) Central computer systems providing information
8 distribution and networking;

9 (5) On-line data collection and analysis centers for
10 student and school data;

11 (6) Emergency pool funding; and

12 (7) Legal and labor departmental services for
13 system-wide litigation and collective bargaining
14 negotiations.

15 (Source: P.A. 89-3, eff. 2-27-95; 89-15, eff. 5-30-95.)

16 Section 10. The Critical Health Problems and Comprehensive
17 Health Education Act is amended by changing Section 5 as
18 follows:

19 (105 ILCS 110/5) (from Ch. 122, par. 865)

20 Sec. 5. Advisory Committee. An advisory committee
21 consisting of 11 members is hereby established as follows: the
22 Director of Public Health or his or her designee, the Secretary
23 of Human Services or his or her designee, and an additional
24 person representing the Department of Human Services

1 designated by the Secretary, the Director of Children and
2 Family Services or his or her designee, ~~the Chairman of the~~
3 ~~Illinois Joint Committee on School Health or his or her~~
4 ~~designee~~, and 7 ~~6~~ members to be appointed by the State Board of
5 Education to be chosen, insofar as is possible, from the
6 following groups: colleges and universities, voluntary health
7 agencies, medicine, dentistry, professional health
8 associations, teachers, administrators, members of local
9 boards of education, and lay citizens. The original public
10 members shall, upon their appointment, serve until July 1,
11 1973, and, thereafter, new appointments of public members shall
12 be made in like manner and such members shall serve for 4 year
13 terms commencing on July 1, 1973, and until their successors
14 are appointed and qualified. Vacancies in the terms of public
15 members shall be filled in like manner as original appointments
16 for the balance of the unexpired terms. The members of the
17 advisory committee shall receive no compensation but shall be
18 reimbursed for actual and necessary expenses incurred in the
19 performance of their duties. Such committee shall select a
20 chairman and establish rules and procedures for its proceedings
21 not inconsistent with the provisions of this Act. Such
22 committee shall advise the State Board of Education on all
23 matters relating to the implementation of the provisions of
24 this Act. They shall assist in presenting advice and
25 interpretation concerning a comprehensive health education
26 program to the Illinois public, especially as related to

1 critical health problems. They shall also assist in
2 establishing a sound understanding and sympathetic
3 relationship between such comprehensive health education
4 program and the public health, welfare and educational programs
5 of other agencies in the community.

6 (Source: P.A. 90-372, eff. 7-1-98; 91-61, eff. 6-30-99.)

7 (105 ILCS 5/2-3.60 rep.)

8 (105 ILCS 5/2-3.64b rep.)

9 (105 ILCS 5/2-3.120 rep.)

10 (105 ILCS 5/2-3.137 rep.)

11 (105 ILCS 5/2-3.147 rep.)

12 (105 ILCS 5/3-11.5 rep.)

13 (105 ILCS 5/22-65 rep.)

14 (105 ILCS 5/22-75 rep.)

15 Section 15. The School Code is amended by repealing
16 Sections 2-3.60, 2-3.64b, 2-3.120, 2-3.137, 2-3.147, 3-11.5,
17 22-65, and 22-75.

18 Section 99. Effective date. This Act takes effect July 1,
19 2015.

1	INDEX	
2	Statutes amended in order of appearance	
3	105 ILCS 5/1A-10	
4	105 ILCS 5/1C-4	
5	105 ILCS 5/2-3.12	from Ch. 122, par. 2-3.12
6	105 ILCS 5/2-3.39	from Ch. 122, par. 2-3.39
7	105 ILCS 5/2-3.62	from Ch. 122, par. 2-3.62
8	105 ILCS 5/2-3.64a-5	
9	105 ILCS 5/2-3.162	
10	105 ILCS 5/3-1	from Ch. 122, par. 3-1
11	105 ILCS 5/3-2.5	
12	105 ILCS 5/3-11	from Ch. 122, par. 3-11
13	105 ILCS 5/3-15.6	from Ch. 122, par. 3-15.6
14	105 ILCS 5/3-15.10	from Ch. 122, par. 3-15.10
15	105 ILCS 5/3-15.17	
16	105 ILCS 5/10-17a	from Ch. 122, par. 10-17a
17	105 ILCS 5/14-8.02	from Ch. 122, par. 14-8.02
18	105 ILCS 5/14-9.01	from Ch. 122, par. 14-9.01
19	105 ILCS 5/14C-1	from Ch. 122, par. 14C-1
20	105 ILCS 5/14C-2	from Ch. 122, par. 14C-2
21	105 ILCS 5/14C-3	from Ch. 122, par. 14C-3
22	105 ILCS 5/14C-5	from Ch. 122, par. 14C-5
23	105 ILCS 5/14C-7	from Ch. 122, par. 14C-7
24	105 ILCS 5/14C-9	from Ch. 122, par. 14C-9
25	105 ILCS 5/14C-11	from Ch. 122, par. 14C-11

- 1 105 ILCS 5/27A-5
- 2 105 ILCS 5/34-2.4 from Ch. 122, par. 34-2.4
- 3 105 ILCS 5/34-8.17
- 4 105 ILCS 110/5 from Ch. 122, par. 865
- 5 105 ILCS 5/2-3.60 rep.
- 6 105 ILCS 5/2-3.64b rep.
- 7 105 ILCS 5/2-3.120 rep.
- 8 105 ILCS 5/2-3.137 rep.
- 9 105 ILCS 5/2-3.147 rep.
- 10 105 ILCS 5/3-11.5 rep.
- 11 105 ILCS 5/22-65 rep.
- 12 105 ILCS 5/22-75 rep.